

VIRGINIA DEPARTMENT OF EDUCATION
APPLICATION FOR A COMPREHENSIVE SCHOOL REFORM (CSR) GRANT

PART A. LEA CERTIFICATION AND SCHOOL APPLICANT OVERVIEW

LOCAL EDUCATION AGENCY CERTIFICATION: As superintendent of _____ school division, I pledge support for the submission of this application for first-year CSR funding under Title I of the *No Child Left Behind Act of 2001*.

Division Superintendent _____ Signature _____ Date _____

SCHOOL PRINCIPAL CERTIFICATION: As principal of _____ school, I pledge support for the submission of this application for first-year CSR funding under Title I of the *No Child Left Behind Act of 2001*.

School Principal _____ Signature _____ Date _____

SCHOOL DIVISION DATA:

Central Office Grant Contact _____ Position Title _____

Mailing Address _____ Superintendent's Study Group _____

Phone (____) _____ - _____ E-mail _____ Fax (____) _____ - _____

INDIVIDUAL SCHOOL DATA AND MODEL SELECTION: School Name _____

Principal _____ Mailing Address _____

Principal's E-mail _____ Phone (____) _____ - _____ Fax (____) _____ - _____

Model(s) Selected for CSR Funding _____

(Include a letter of commitment indicating the company will accommodate the school's request if selected for funding.)

SCHOOL INFORMATION

Title I School Accredited with Warning in:

☐ English

☐ Mathematics

--OR--

Title I School Provisionally Accredited
/Needs Improvement in:

☐ English

☐ Mathematics

Schoolwide or Targeted Assistance School

☐ Schoolwide Program School

☐ Targeted Assistance School

2003-2004 School Percentage of Free and Reduced Lunch

_____ %

SCHOOL INFORMATION (Continued)

☐ Primary/Elementary Level

Grade Span _____

Enrollment _____

☐ Middle/Junior High Level

Grade Span _____

Enrollment _____

☐ High School Level

Grade Span _____

Enrollment _____

☐ Other Grade Configuration

Grade Span _____

Enrollment _____

DIVISION DROPOUT RATE FOR 2002-2003

_____ %

ACHIEVEMENT DATA

**Individual School 2002-2003
Standards of Learning Assessment
Results**

**Check all that apply, and give the
school's current pass rates.**

☐ Eng. 3/5
(combined) Pass Rate _____ %

☐ Eng. 3 Pass Rate _____ %

☐ Eng. 5 Pass Rate _____ %

☐ Math 3/5
(combined) Pass Rate _____ %

☐ Math 3 Pass Rate _____ %

☐ Math 5 Pass Rate _____ %

☐ Eng. 8 Pass Rate _____ %

☐ Math 8 Pass Rate _____ %

☐ Reading (HS) Pass Rate _____ %

☐ Writing (HS) Pass Rate _____ %

☐ Algebra I Pass Rate _____ %

PART B.

**ADEQUATE YEARLY PROGRESS (AYP) DATA DISAGGREGATION;
MEASURABLE GOALS AND OBJECTIVES; RESEARCH-BASED METHODS AND STRATEGIES**
(Maximum pages: 6)

Step 1: Using AYP data for this school, indicate in column C the percent of students passing in English and mathematics on statewide assessments for the “all students” category and for all subgroups listed in column A.

Step 2: In column B, check the focus area box above the subject if AYP annual measurable objectives were not met (*English: 61%; mathematics: 59%*). After analyzing all data, list in column D the school’s measurable goals and objectives for improving student performance and benchmarks for meeting those goals and objectives for each student category and for each subject area. Checked areas are focus areas.

Step 3: Also in column D, describe the research-based methods and strategies for student learning, teaching, and school management that will be employed to achieve each measurable goal and objective listed.

(The *Virginia School Report Card* may be found at <http://www.pen.k12.va.us/VDOE/src/vasrc-reportcard-intropage.shtml> on the department’s Web site.)

(A) Student Categories	(B) Subject Area	(C) School Passed (Percent Passing)	(D) Measurable Goals and Objectives and Research-Based Methods and Strategies
All Students	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
Black	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
Hispanic	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
White	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
Disabled	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
Economically Disadvantaged	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
Limited English Proficient	Check if focus area. <input type="checkbox"/> Mathematics	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:
	Check if focus area. <input type="checkbox"/> Reading/Language Arts	%	Measurable Goals and Objectives and Benchmarks: Research-Based Methods and Strategies:

PART C.
LEA APPLICATION NARRATIVE

Part C. Section I.
Developing the CSR Program
(Maximum pages: 9)

The questions in this section address an analysis of the existing reform efforts in the school and the effect of applying research-based criteria to the development of the comprehensive school reform program.

1. *Current School Reform Efforts*

Discuss the school's current reform efforts in terms of the five research-based factors that affect student achievement identified by the Virginia Department of Education through the Academic Review process. Identify both strengths and weaknesses in the current program.

The Five Research-Based Factors that Affect Student Achievement

- a) Curriculum Alignment with the *Standards of Learning*;
- b) Use Of Time and School Scheduling Practices;
- c) Use of Data in Making Instructional and Planning Decisions;
- d) Professional Development Opportunities to Support Instruction in the Four Core Subject Areas and Student Success on the *Standards of Learning* Tests; and
- e) Culture of the School

Begin response here:

2. *Effect of Research on Comprehensive Program Design*

Referring to Question 1, describe how the measurable goals and objectives and the corresponding research-based methods and the strategies outlined in Part B of the application will change the school in terms of the five factors in Question 1 above. Specifically address how student achievement will improve.

Begin response here:

3. *Comprehensive Design With Aligned Components*

Based on the measurable goals and objectives, provide a narrative summary of the school's proposed CSR plan using the variables listed below. Indicate how the proposed reform interventions have worked in schools similar to yours.

- a) instructional techniques and materials
- b) frequent assessments aligned with the curriculum
- c) classroom management
- d) technology
- e) school organizational strategies
- f) integration of content areas
- g) curriculum and instruction tailored to student ability and academic background
- h) curriculum and instruction tailored to students=cultural backgrounds
- i) use of individual learning plans

Begin response here:

Part C. Section II.
Training and Support for the CSR Program
(Maximum pages: 9)

The questions in this section address training and support for teachers, staff, and administration as the CSR program is implemented. Respond to each question by considering a full range of activities that may be required in order to generate a successful CSR program.

4. *Alignment of Professional Development and Curriculum*

Describe the necessary high-quality and continuous teacher and staff professional development and training that will be aligned with the measurable goals and objectives and the resulting research-based methods and strategies outlined in Part B that will be employed to improve teaching and learning. Provide a schedule of planned activities that include the training required by the selected model.

Begin response here:

5. *Additional Support for Faculty, Staff, and Administration*

In addition to the provision of professional development and training, describe the support faculty, staff, and administration will receive throughout the CSR implementation period and that will be aligned with the five research-based factors found in Question 1 that affect student achievement as identified by the Virginia Department of Education. (Examples of additional types of support are adequate planning time for teachers and staff, shared decision-making, rewards and recognitions, etc.)

Begin response here:

6. *External Technical Assistance and Support*

Describe the school division's continuous and sustained support that will assist the school with quality implementation and evaluation of the school reform program. Address the division's involvement in helping the school secure expert technical assistance from universities, educational laboratories, or other experts in school reform. Include how the division will integrate the services of a CSR Technical Assistance Provider (TAP) into the external technical assistance effort. (Refer to Appendix B.)

Begin response here:

7. *Coordination of Program and Financial Support*

Describe the cross-program coordination and integration of services the school has incorporated into the comprehensive school reform plan. Indicate which program funds (federal, state, local, or private) will be potentially used should the grant award over the three-year period be insufficient to support the ongoing program. Indicate on the CSR budget page the funding sources and the amounts that will be coordinated with CSR funds in the first year of plan implementation.

Begin response here:

8. *Parent and Community Involvement*

Describe how your school reform plan will provide for the meaningful involvement of parents and the local community in planning, implementing, and supporting school improvement activities. Describe how the proposed model supports parental involvement.

Begin response here:

Part C. Section III.
School Team Planning Process And Commitment To Reform
(Maximum pages: 7)

The questions in this section address the process that was used to develop the comprehensive school reform program. Respond to each question below with input from the planning team, school faculty and staff, and key central office representatives.

9. ***Broad-Based Involvement***

Provide a list of the stakeholders (model developer, principal, teachers, division personnel, parents, business partners) involved in the planning process and an explanation of their roles and degree of involvement.

Begin response here:

10. ***Communication and External Commitment***

Explain how the program planning opportunity and the resulting school reform plan were announced to the parent and business community. Discuss strategies used to gain commitment for whole-school reform including changing classroom practices and involving the resources of the community, as appropriate.

Begin response here:

11. ***Communication and Internal Commitment***

Describe the process used to disseminate information to the school staff on various reform models and how the school team agreed that the requested model would be the most effective for the school. Describe the process used to gain the commitment of the staff for the reform initiative.

Begin response here:

12. ***Commitment from the Superintendent***

Secure and describe the commitment of the superintendent to maintain throughout the grant award period the school's core administration, faculty, and staff (at least 80%) that cooperatively participated in the development of the CSR program. *(This item will be re-stated as a "condition of award" in the grant award letter should the school become a grant recipient.)*

Begin response here:

Part C. Section IV.
Evaluating Student Performance and Program Effectiveness
(Maximum pages: 2)

The question in this section addresses an annual evaluation of the implementation of the school reform and the student achievement results. Respond to the question by describing the school's preparation for the annual review.

13. ***Evaluating Student Performance and Program Effectiveness***

Facilitated by the Technical Assistance Provider, the state will conduct an on-site evaluation study of the school's CSR program. The process will include evaluating the implementation of the Comprehensive School Reform program as well as student performance. Briefly describe preparations the school will undertake to ensure a quality on-site study. Address the importance of each item below in the response.

- The process the school will use to organize the study
- The process the school will use to address the focus areas of the on-site study:
 - Curriculum Alignment with the *Standards of Learning*;
 - Use of Time and School Scheduling Practices;
 - Use of Data in Making Instructional and Planning Decisions;
 - Professional Development Opportunities to Support Instruction in the Four Core Subject Areas and Student Success on the *Standards of Learning* Tests; and
 - Culture of the School

Begin response here:

PART D. BUDGET SUMMARY

OBJECT CODE	EXPENDITURE ACCOUNTS	AMOUNT OF FUNDS		
		CSR FUNDS REQUESTED	OTHER RESOURCES	
			PROGRAM/INITIATIVE	AMOUNT
<u>1000</u>	<u>PERSONAL SERVICES</u>			
	Administration			
	Instruction			
	Stipends			
	Substitutes			
	Other			
<u>2000</u>	<u>EMPLOYEE BENEFITS</u>			
	Fixed Charges			
<u>3000</u>	<u>PURCHASED/CONTRACTED SERVICES</u>			
	Evaluation Services	7,000		
	Professional Development			
	School Reform Model			
	Other			
<u>4000</u>	<u>INTERNAL SERVICES</u>			
<u>5000</u>	<u>OTHER CHARGES</u>			
	Travel (Staff/Administrative)			
	Other			
<u>6000</u>	<u>MATERIALS AND SUPPLIES</u>			
	Administrative			
	Instructional			
<u>8000</u>	<u>*CAPITAL OUTLAY</u>			
	Equipment			
<u>9000</u>	<u>PARENTAL INVOLVEMENT</u>			
TOTALS		\$82,000		

*The need for the purchase of capital outlay must be justified and prior approval must be received for expenditures.

EXPENDITURE ACCOUNT DESCRIPTIONS

These accounts are for recording expenditures of the education agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only.

OBJECT CODES

- 1000 Personal Services. Salaries and Wages for Administration, Instruction, Instructional Assistants, Other.**
Compensation for the direct labor of persons in employment of the education agency. Salaries and wages paid to employees, including substitute teachers, for full- and part-time work. Payment of stipends for teachers attending staff development activities when they are not under contract. Payments to persons for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.
- 2000 Employee Benefits. Fixed Charges (Administrative and Instructional).**
Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.
- 3000 Purchased/Contracted Services. Evaluation Services, Professional Development, Supportive Services, Other.**
Any professional development services, contracted therapists, private vendors, expenditures for tuition, or any evaluation component.
- 4000 Internal Services. Pupil Transportation, Food Service, Other.**
Charges from the division or local government to programs for services such as data processing, central purchasing, print shop, or food service and pupil transportation.
- 5000 Other Charges. Travel (Staff/Administrative), Maintenance of Plant, Operation of Plant, Other.**
Utilities, communications, leases/rentals, or staff/administrative/consultant travel. **NOTE:** Indirect costs cannot be claimed for CSR grants.
- 6000 Materials and Supplies. Administrative, Instructional.**
Articles and commodities which are consumed or materially altered when used and minor equipment (less than \$500) which is not capital outlay (i.e., instructional materials, administrative supplies, etc.).
- 8000 Capital Outlay. Equipment for Instruction.**
The need for the purchase of capital outlay must be justified. Please note that CSR funds cannot be used for construction or remodeling.
- 9000 Parental Involvement.**
Salaries and other expenditures for parental involvement activities and programs.

Source: The expenditure account descriptions are those used by the Commonwealth of Virginia.

PART E.
REQUIRED SIGNED AGREEMENTS
AND ADDITIONAL RESOURCES*

Grant Completion Information

- **Grant Application Guidelines**
- **Directions for Completing Application**

Application Appendices

- **Appendix A: Memorandum of Agreement**
 - *Superintendent and Principal's Signatures Required*
- **Appendix B: Technical Assistance Provider Agreement**
 - *Principal's Signature Required*
- **Appendix C: Components of a Comprehensive School Reform Program**

Additional Resources

- **CSR Reviewer's Scoring Rubric for Application Narrative**
- **CSR School Reform Model Selections**
 - **National Models**
 - **Virginia Board of Education Approved Models**
- **Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide**

*The above information can be found at <http://www.pen.k12.va.us/VDOE/instruction/CSRD.html>